



GRADE THREE MATHEMATICS: MODULE 4

MULTIPLICATION AND DIVISION

Home Instructor's Guide: Days 10–18
and
Assignment Booklet 4B



Learning
Technologies
Branch

Alberta
LEARNING

Grade Three Mathematics
 Module 4: Multiplication and Division
 Home Instructor's Guide: Days 10–18 and Assignment Booklet 4B
 Learning Technologies Branch
 ISBN 0-7741-2311-7

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Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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DAILY SUMMARY

DAY 10: Verifying answers to multiplication problems is the topic of this lesson. The student learns how to use a calculator to do multiplication questions and check answers. The multiplication table is also used to confirm answers. The lesson discusses how a knowledge of multiplication patterns and estimation can help verify answers.

DAY 10: LESSON 1

Answers

1. 63
2. a. 48 b. 49 c. 72 d. 42
3. a. $5 \times 8 = 35$ ✗ b. $6 \times 7 = 42$ ✓
 c. $9 \times 8 = 68$ ✗ d. $7 \times 9 = 63$ ✓
 e. $4 \times 8 = 34$ ✗ f. $8 \times 8 = 72$ ✗
 g. $9 \times 6 = 54$ ✓ h. $3 \times 9 = 28$ ✗
4. Answers may vary. Most students will predict that the answers will be even when a number is multiplied by 8. If you said even, you were correct.
5. a. $6 \times 4 = 31$ ✗ I know because **the answer should be even.**
 b. $5 \times 9 = 46$ ✗ I know because **the answer should end in 5 or 0.**
 c. $10 \times 4 = 40$ ✓ I know because **the answer should end in 0.**
 d. $2 \times 9 = 19$ ✗ I know because **the answer should be even.**
 e. $8 \times 8 = 63$ ✗ I know because **the answer should be even.**

DAY 10: LESSON 2

Answers

1. There are **5** fingers to the left and **4** to the right. The answer is **54**.
2. a. 81 b. 63 c. 45
 d. 27 e. 36 f. 72

DAY 11: In this lesson, the student experiments with breaking arrays apart to create smaller arrays. When the smaller arrays are added, they give the same answer as the larger arrays. These activities help the student understand how to use the facts that have already been mastered to figure out more difficult multiplication facts. The student also creates flash cards for the remaining multiplication facts. Continue to practise multiplication facts daily with your student until the facts to 7×7 have been mastered.

DAY 11: LESSON 1

Answers

1. 24

2. $2 \times 7 = 14$

$$+ 2 \times 7 = 14$$

$$4 \times 7 = 28$$

3. $2 \times 8 = 16$

$$+ 2 \times 8 = 16$$

$$4 \times 8 = 32$$

4. $2 \times 9 = 18$

$$+ 2 \times 9 = 18$$

$$4 \times 9 = 36$$

5. Answers will vary depending upon which arrays the student chooses to make. The order of factors or top equations may be exchanged. Possible combinations are as follows:

$$6 \times 5 = 30$$

$$6 \times 2 = 12$$

$$6 \times 3 = 18$$

$$+ 6 \times 1 = 6$$

$$+ 6 \times 4 = 24$$

$$+ 6 \times 3 = 18$$

$$6 \times 6 = 36$$

$$6 \times 6 = 36$$

$$6 \times 6 = 36$$

6. Answers will vary depending upon which arrays the student chooses to make. Position of factors or top equations may be exchanged. Possible combinations are as follows:

$$6 \times 1 = 6$$

$$6 \times 2 = 12$$

$$6 \times 3 = 18$$

$$+ 6 \times 6 = 36$$

$$+ 6 \times 5 = 30$$

$$+ 6 \times 4 = 24$$

$$6 \times 7 = 42$$

$$6 \times 7 = 42$$

$$6 \times 7 = 42$$

DAY 11: LESSON 2**Answers**

Flash cards

$4 \times 4 = 16$

$4 \times 6 = 24$

$4 \times 7 = 28$

$4 \times 8 = 32$

$6 \times 6 = 36$

$6 \times 7 = 42$

$6 \times 8 = 48$

$7 \times 7 = 49$

$7 \times 8 = 56$

$8 \times 8 = 64$

DAY 12: Division is introduced through the idea of sharing items. The student learns that larger groups can be divided into smaller equal groups through the use of manipulatives and pictures. For the Extension Activity, you and your student could bake cookies to share in various equal groups.

DAY 12: LESSON 1**Answers**

1.
 - a. Each child gets 10 cookies.
 - b. Each child gets 5 cookies.
 - c. Each child gets 4 cookies.
 - d. Each child gets 2 cookies.
2.
 - a. Each child gets 4 cookies.
 - b. Each child gets 3 cookies.
 - c. Each child gets 5 cookies.

DAY 12: LESSON 2**Answers**

1. Each dog gets 2 biscuits.
2. Each parrot gets 4 sesame sticks.
3. Each goldfish gets 4 shrimp.
4. Each person gets 2 doughnuts.
5. There will be 3 candies in each package.
6. Each group has 4 cars.

DAY 13: Arrays are used to reinforce the student's understanding of division. The relationship between multiplication and division is illustrated. There is no assignment for Day 13.

DAY 13: LESSON 1

Answers

1. You need 3 rows.
2. You need 6 rows.
3. There are 5 in each row.
4. There are 7 in each row.
5. You need 2 rows.
6. Each row has 4.
7. Answers will vary. Many students will say that if you know the multiplication fact such as $7 \times 3 = 21$, then you know that 21 divided into 3 rows is 7.

DAY 13: LESSON 2

Answers

1. a. There are 5 squares in each row.
b. The multiplication fact $3 \times 5 = 15$ or $5 \times 3 = 15$ could help you.
2. a. There are 2 squares in each row.
b. The multiplication fact $2 \times 4 = 8$ or $4 \times 2 = 8$ could help you.

Timed Exercise Answers:

$$9 + 4 = 13 \quad 7 + 8 = 15 \quad 4 + 3 = 7 \quad 6 + 6 = 12 \quad 7 + 4 = 11 \quad 4 + 6 = 10$$

$$9 + 5 = 14 \quad 9 + 7 = 16 \quad 5 + 6 = 11 \quad 4 + 4 = 8 \quad 9 + 8 = 17 \quad 7 + 2 = 9$$

$$3 + 9 = 12 \quad 3 + 5 = 8 \quad 2 + 9 = 11 \quad 8 + 8 = 16 \quad 7 + 3 = 10 \quad 4 + 8 = 12$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline 14 \end{array}$$

DAY 14: LESSON 1: In this lesson, the student learns how to write equations to describe division situations. The words dividend, divisor, and quotient are introduced. Pictures and manipulatives are used to solve division problems.

1. $18 \div 6 = 3$

2. $30 \div 5 = 6$

3. $3 \overline{)21}^7$

4. $25 \div 5 = 5$ or $5 \overline{)25}^5$

5. $16 \div 4 = 4$ or $4 \overline{)16}^4$

6. $20 \div 4 = 5$ or $4 \overline{)20}^5$

DAY 14: LESSON 2

Answers

1. The student should notice that there were 2 blocks left over after making 4 equal groups.

2. $13 \div 6 = 2 \text{ R}1$

3. $15 \div 3 = 5$

4. $38 \div 6 = 6 \text{ R}2$

DAY 15: As your student explores how multiplication and division facts are related, he or she will learn how to use multiplication facts to solve division problems.

DAY 15: LESSON 1

Answers

The following division answers may appear in either order.

1. $15 \div 5 = 3$ $15 \div 3 = 5$

2. $42 \div 7 = 6$ $42 \div 6 = 7$

3. $32 \div 8 = 4$ $32 \div 4 = 8$

4. $14 \div 7 = 2$ $14 \div 2 = 7$

5. $40 \div 8 = 5$ $40 \div 5 = 8$

DAY 15: LESSON 2

Answers

- | | | | |
|----------|----|---|---|
| 1. a. 16 | 16 | 2 | 8 |
| b. 20 | 20 | 4 | 5 |
| c. 21 | 21 | 7 | 3 |
| d. 54 | 54 | 9 | 6 |
| e. 32 | 32 | 4 | 8 |

- | | | | | | |
|---------|------|------|------|------|------|
| 2. a. 4 | b. 6 | c. 5 | d. 4 | e. 9 | f. 8 |
|---------|------|------|------|------|------|

DAY 16: Strategies for solving division problems are discussed. As in multiplication, the student is encouraged to develop personal strategies that work best. The student learns how to use the multiplication table to find answers to division problems.

DAY 16: LESSON 1

Answers

1. Answers may include drawing a picture, using counters, using an array, or remembering a multiplication fact.

2. a. 7 b. 9 c. 9 d. 3
 e. 7 f. 5 g. 8 h. 4

DAY 16: LESSON 2**Answers**

1. to 5. The strategies will vary in each case. When students have learned a variety of strategies, they will usually choose to use 2 or 3 favourite methods. Drawing and using counters are the slowest methods. Most students move toward quicker methods such as recalling multiplication facts or using the multiplication table after they have a good understanding of the process.

1. 4 2. 8 3. 9 4. 5 5. 4

Timed Exercise Answers:

$12 - 6 = 6 \quad 11 - 4 = 7 \quad 15 - 7 = 8 \quad 14 - 5 = 9 \quad 17 - 9 = 8 \quad 10 - 8 = 2$

$13 - 8 = 5 \quad 15 - 6 = 9 \quad 16 - 8 = 8 \quad 11 - 6 = 5 \quad 14 - 6 = 8 \quad 12 - 5 = 7$

$16 - 7 = 9 \quad 13 - 6 = 7 \quad 14 - 7 = 7 \quad 12 - 8 = 4 \quad 11 - 7 = 4 \quad 12 - 7 = 5$

$\begin{array}{r} 16 \\ - 7 \\ \hline 9 \end{array}$	$\begin{array}{r} 12 \\ - 9 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array}$	$\begin{array}{r} 14 \\ - 8 \\ \hline 6 \end{array}$	$\begin{array}{r} 11 \\ - 5 \\ \hline 6 \end{array}$	$\begin{array}{r} 9 \\ - 2 \\ \hline 7 \end{array}$
--	--	--	--	--	---

$\begin{array}{r} 13 \\ - 6 \\ \hline 7 \end{array}$	$\begin{array}{r} 15 \\ - 8 \\ \hline 7 \end{array}$	$\begin{array}{r} 17 \\ - 7 \\ \hline 10 \end{array}$	$\begin{array}{r} 12 \\ - 4 \\ \hline 8 \end{array}$	$\begin{array}{r} 18 \\ - 8 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$
--	--	---	--	---	--

DAY 17: The student applies what has been learned about multiplication and division to problem-solving situations. Key words for division are discussed. The four problem-solving steps are used to solve several problems.

DAY 17: LESSON 1**Answers**

1. I need to **divide** to solve the problem.
2. I need to **subtract** to solve the problem.

3. I need to **multiply** to solve the problem.
4. I need to **divide** to solve the problem.
5. I need to **add** to solve the problem.

DAY 17: LESSON 2

Answers

1. a. The student must find out how many stickers should go in each row.
- b. The student will need to divide to find the answer.
- c. The student may choose to draw a picture, use counters, make an array, remember a related multiplication fact, or check the multiplication table.
- d. The student should show any drawings or calculations that were made.

$$12 \div 3 = 4 \text{ or } 3 \times 4 = 12$$

- e. Sarah should put 4 stickers in each row.
2. a. The student must find out how many horse stickers should go into each corral.
- b. The student will need to divide to find the answer.
- c. The student may choose to draw a picture, use counters, make an array, remember a related multiplication fact, or check the multiplication table.
- d. The student should show any drawings or calculations that were made.

$$25 \div 5 = 5 \text{ or } 5 \times 5 = 25$$

- e. Sarah should put 5 horse stickers in each corral.
3. a. The student has to find out how many stickers should go on each shelf.
- b. Then you will need to **divide** to find out how many stickers go on the shelf.
- c. $5 + 6 + 7 = 18$ $18 \div 2 = 9$ or $2 \times 9 = 18$
- d. Sarah should put 9 stickers on each shelf.

DAY 18: This lesson reviews the concepts introduced in Module 4. If your student experiences any difficulty with the review questions in the Assignment Booklet, encourage him or her to review the pertinent section in the Student Module Booklet. When the student finishes the assignment for Day 18, read the Summary in the Student Module Booklet. Then have your student complete the Student's Checklist and write his or her comments. Go over the responses and discuss them with the student. Complete the Home Instructor's Checklist and write your comments. Include any information you think may be helpful for the teacher.

Submit Assignment Booklet 4B for marking.

ASSIGNMENT BOOKLET 4B

Grade Three Mathematics
Module 4: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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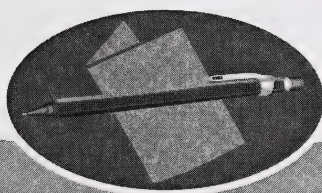
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Grade Three Mathematics

Module 4

Multiplication and Division

ASSIGNMENT BOOKLET 4B



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1. Journal Entry

How can understanding patterns help you check your work when you multiply?
What is your favourite way to check your work?

2. Use what you know about patterns to check these multiplication answers. Put a ✓ (check mark) beside the correct answers and an ✗ (ex) beside the incorrect answers. Tell how you know.

- a. $4 \times 8 = 33$ I know because _____
- b. $5 \times 8 = 41$ I know because _____
- c. $6 \times 7 = 45$ I know because _____
- d. $7 \times 10 = 70$ I know because _____
- e. $2 \times 7 = 15$ I know because _____

3. Use your favourite way to check the answers. Put a ✓ (check mark) beside the correct answers and an ✗ (ex) beside the incorrect answers.

a. $3 \times 7 = 22$

b. $5 \times 7 = 35$

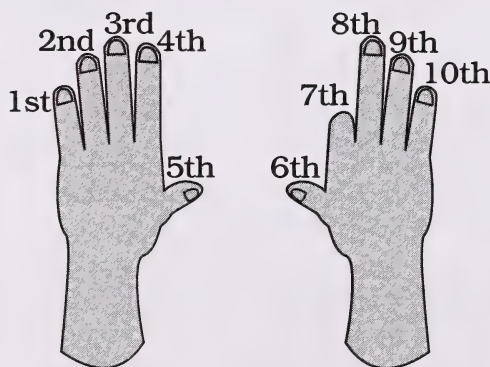
c. $6 \times 6 = 37$

d. $9 \times 8 = 74$

e. $4 \times 7 = 28$

f. $8 \times 6 = 46$

4. You learned a trick today to help you multiply when 9 is a factor. Can you use this same trick if you change the order of the factors? For example, can you use it to find 7×9 as well as 9×7 ? Tell why or why not.



5. Write the answers. Use your favourite strategy. Check your work.

a. $6 \times 0 =$ _____

b. $3 \times 7 =$ _____

c. $9 \times 9 =$ _____

d. $5 \times 8 =$ _____

e. $8 \times 9 =$ _____

f. $4 \times 1 =$ _____

g. $6 \times 5 =$ _____

h. $9 \times 6 =$ _____

i. $0 \times 8 =$ _____

j. $4 \times 9 =$ _____

1. Journal Entry

Explain how knowing 5×6 and 1×6 can help you find 6×6 .

2. Find the array cards you didn't cut apart yet.

- a. Find the array that shows 6×8 .

Think of a way to break it apart that would help you to remember it.

Write the two arrays you made. _____

+ _____

Add the arrays: _____

- b. Find the array that shows 6×9 .

Think of a way to break it apart that would help you to remember it.

Write the two arrays you made. _____

+ _____

Add the arrays: _____

- c. Find the array that shows 7×7 .

Think of a way to break it apart that would help you remember it.

Write the two arrays you made. _____

+ _____

Add the arrays: _____

- d. Find the array that shows 7×8 .

Think of a way to break it apart that would help you remember it.

Write the two arrays you made. _____

+ _____

Add the arrays: _____

- e. Find the array that shows 8×8 .

Think of a way to break it apart that would help you remember it.

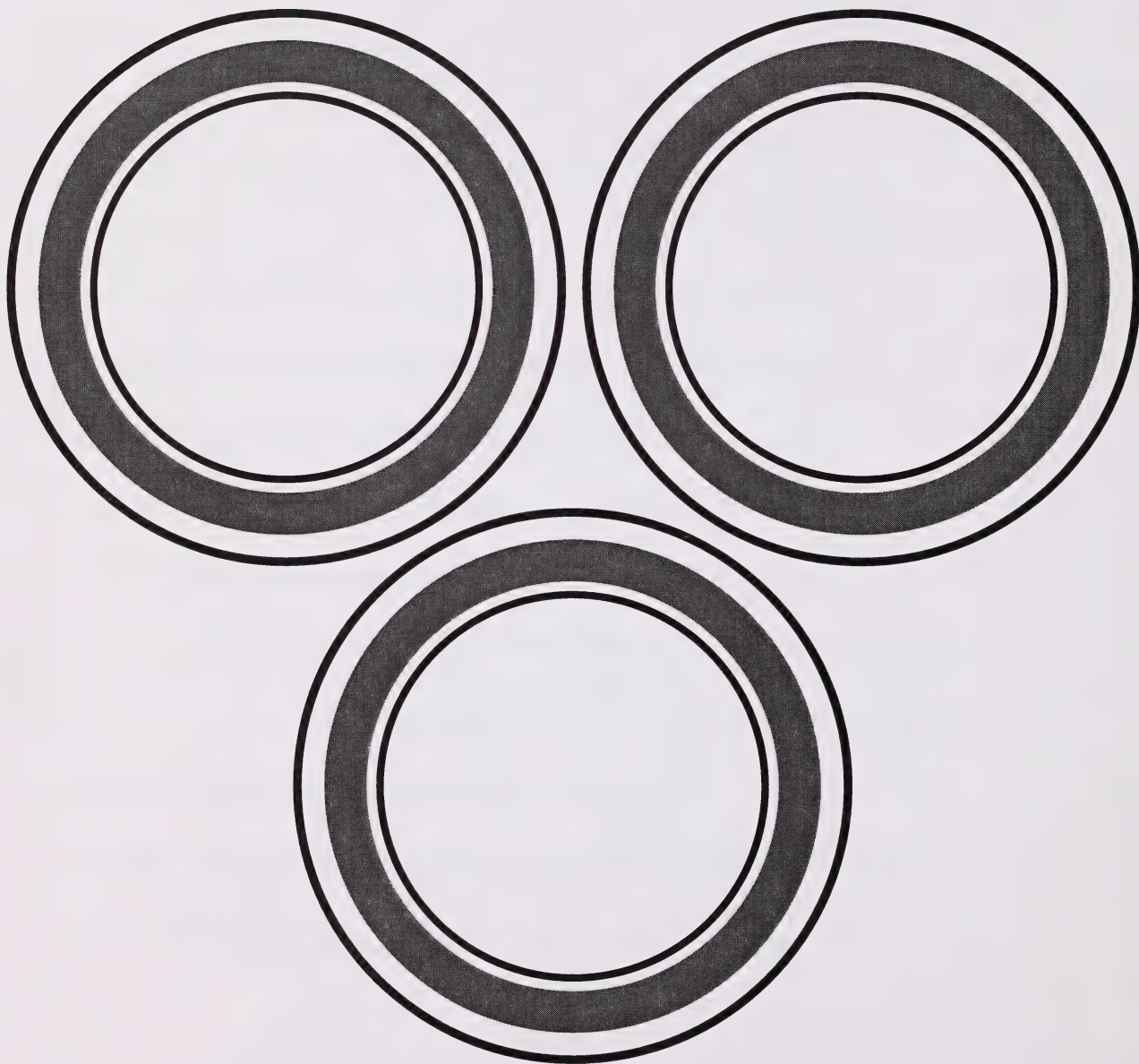
Write the two arrays you made. _____

+ _____

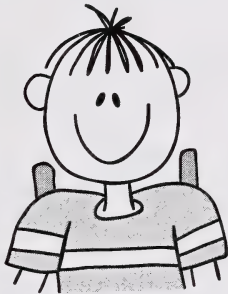
Add the arrays: _____

1. Glue your cookie cutouts from the Appendix to show the following stories.

a. There are 9 cookies. Share them equally on the 3 plates.

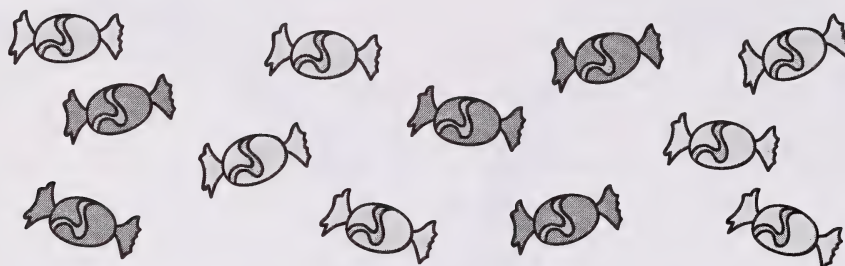


- b. There are 10 cookies. Divide them equally between Luke and Sarah. Glue the correct number in each space.

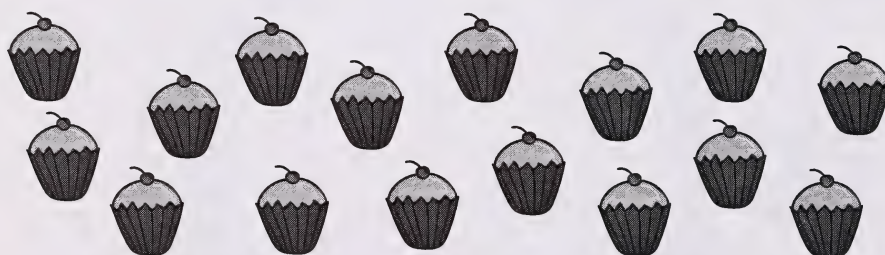


2. Use the pictures to show your work and write the answers in a number sentence.

- a. There are 12 candies and 3 children. Share the candies equally. How many will each child get? _____



- b. Now 16 cupcakes are divided into 4 boxes. How many cup cakes will go into each box? _____



1. Solve the following questions using pennies, buttons, cubes, or pictures. Try to divide the amounts in the questions as equally as you can. Write a number sentence to show your answer.

- a. There are 3 cases for 27 pencils.

How many pencils in each case? _____

- b. There are 49 muffins in 7 rows.

How many muffins are there in each row? _____

- c. There are 37 crackers for 5 parrots.

How many crackers are there for each parrot? _____

2. Make up a problem to go with each number sentence below. Then solve it.

- a. $20 \div 4 =$ _____

- b. $18 \div 3 =$ _____

DAY 15 MULTIPLICATION AND DIVISION FACT FAMILIES

1. Journal Entry

How can knowing the multiplication facts help you find answers for division?

2. Write the answer to complete the multiplication number sentence. Then write three related facts to complete the fact family. Complete each row in the same way. The first one is done for you.

Multiplication

Division

a. $7 \times 3 =$	21	$3 \times 7 =$	21	$21 \div 7 =$	3	$21 \div 3 =$	7
b. $2 \times 6 =$	_____	_____	_____	_____	_____	_____	_____
c. $8 \times 5 =$	_____	_____	_____	_____	_____	_____	_____
d. $1 \times 9 =$	_____	_____	_____	_____	_____	_____	_____
e. $4 \times 6 =$	_____	_____	_____	_____	_____	_____	_____

3. Solve these division questions by thinking about the related multiplication fact.

a. $16 \div 2 =$ _____	b. $25 \div 5 =$ _____
c. $6 \div 3 =$ _____	d. $35 \div 7 =$ _____
e. $12 \div 4 =$ _____	

1. Use your multiplication chart to solve these division questions.

a. $24 \div 8 =$ _____

b. $81 \div 9 =$ _____

c. $54 \div 6 =$ _____

d. $48 \div 8 =$ _____

e. $36 \div 6 =$ _____

f. $56 \div 8 =$ _____

2. Solve each problem. Tell what strategy you used to solve the equation.

Problem

Strategy

a. $72 \div 9 =$ _____

b. $20 \div 5 =$ _____

c. $8 \div 1 =$ _____

d. $48 \div 6 =$ _____

e. $14 \div 2 =$ _____

f. $35 \div 5 =$ _____

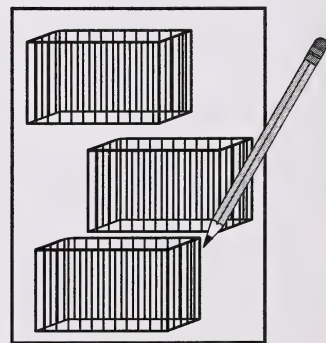
3. Which strategy did you use most often? Why?

Solve the problems. Show your work. Write the answer in a sentence.



1. There were 15 rabbit stickers. Sarah wanted to arrange them in rows. If she puts 5 stickers in each row, how many rows will she need to make?

2. Sarah had 3 tiger stickers, 5 lion stickers, and 1 cheetah sticker. She drew 3 cages. If she divides the animal stickers equally into the cages, how many stickers will go in each cage?



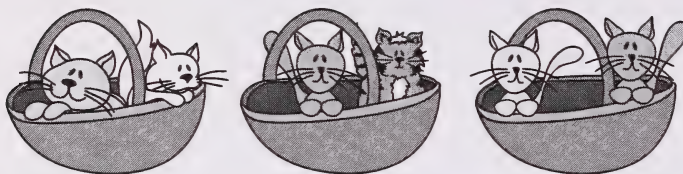
3. On the last page in the sticker book, Sarah made 4 groups of assorted stickers. There were 4 stickers in each group. How many stickers were there on the last page?
-

1. Write a multiplication number sentence to tell about each picture.

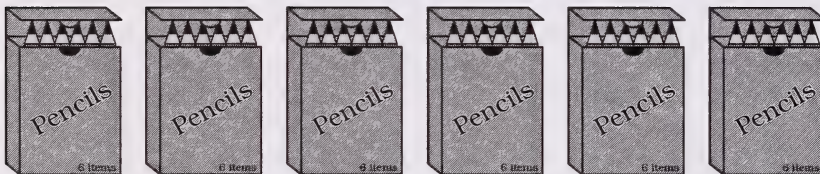
a.



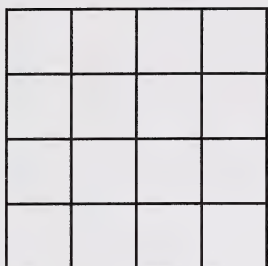
b.



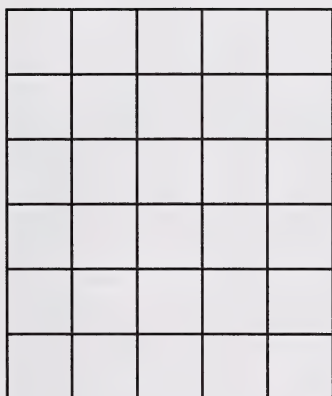
c.



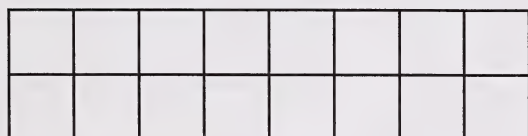
2. Draw a line from the array on the left to the number sentence that describes it.



$$6 \times 5 = 30$$



$$2 \times 8 = 16$$



$$4 \times 4 = 16$$

3. a. Colour the multiples of 3 blue. Circle the multiples of 9.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- b. What do you notice about the multiples of 3 and 9?

- c. How can you use the patterns on a hundred chart to help you multiply?

4. Use your favourite strategy to solve the number sentences.

a. $3 \times 5 =$ _____ b. $6 \times 4 =$ _____ c. $7 \times 7 =$ _____

d. $2 \times 9 =$ _____ e. $8 \times 3 =$ _____ f. $1 \times 7 =$ _____

g.
$$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

5. Fill in the missing numbers on this multiplication chart.

\times	1	2	3	4	5	6	7
1	1		3	4	5		7
2	2	4		8		12	
3	3	6	9		15		21
4			12	16		24	
5	5	10		20			35
6		12			30	36	
7	7		21				49

6. Name three ways that you can check your work for a multiplication question to be sure it is correct.

7. Draw a picture to show each story. Write a division number sentence to tell about it.
- a. There are 2 tables with 12 chairs at each table. How many chairs at each table?

- b. There are 25 cookies on a tray with 5 in each row. How many rows?

- c. There are 16 cupcakes on 4 plates. How many cupcakes on each plate?

8. Use your favourite strategies to solve the following number sentences.

a. $12 \div 4 =$ _____ b. $18 \div 2 =$ _____ c. $24 \div 6 =$ _____

d. $30 \div 5 =$ _____ e. $49 \div 7 =$ _____ f. $9 \div 1 =$ _____

g. $2 \overline{)16}$

h. $5 \overline{)45}$

i. $6 \overline{)31}$

Sarah invited several friends over for a sledding party.

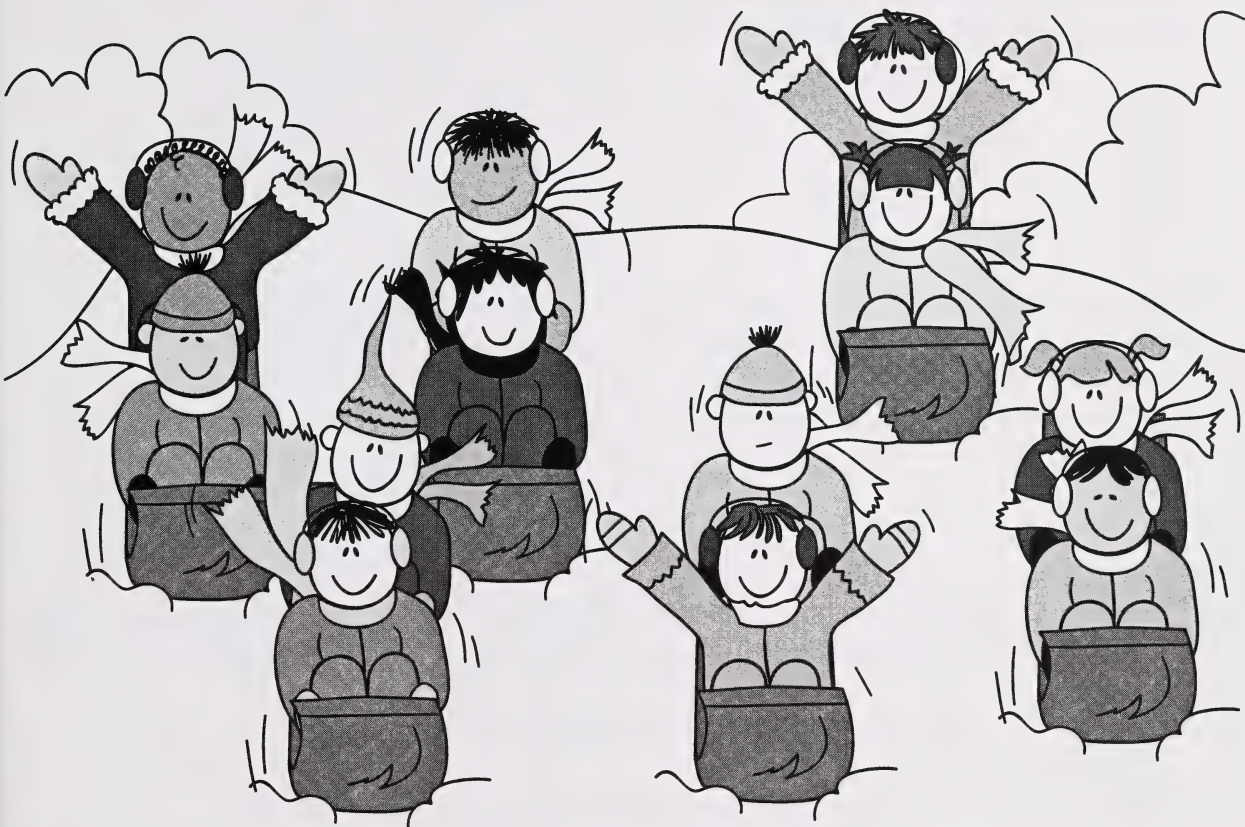


Fill in the circle that shows the correct answer to each of the following questions.

9. Sarah and 5 friends have 3 sleds. If they all ride at once, how many will go on each sled?

- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 1

10. Here is a picture of some other children that saw them sledding and joined them.



Which number sentence tells how many children joined them.

- ☐ $12 \div 6 = 2$
- ☐ $2 + 6 = 8$
- ☐ $6 \times 2 = 12$
- ☐ $12 - 6 = 6$

11. Sarah and her 5 friends stopped for lunch. One friend brought 4 cookies and another friend brought 14 donuts. If the children divide the treats evenly, how many will each child get?
- ☐ 4
 - ☐ 3
 - ☐ 5
 - ☐ 2
12. Sarah's mom bought hot dogs for a wiener roast. She bought 4 bags of buns with 6 buns in each bag. How many buns are there in all?
- ☐ 28
 - ☐ 16
 - ☐ 24
 - ☐ 12
13. Sarah's mom also bought 2 packages of wieners with 10 in each package. Will there be enough buns for all the wieners? Will there be any buns left over?
- ☐ Yes, there will be enough buns and none will be left over.
 - ☐ No, there won't be enough buns.
 - ☐ Yes, there will be enough buns and there will be some left over.

Timed exercise: 2 minutes

Ask your Home Instructor to time you for 2 minutes. Do as many questions as you can. Write how many you completed.

$8 + 4 = \underline{\quad}$

$7 + 8 = \underline{\quad}$

$9 + 3 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$8 + 5 = \underline{\quad}$

$7 + 4 = \underline{\quad}$

$6 + 5 = \underline{\quad}$

$5 + 7 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$5 + 9 = \underline{\quad}$

$6 + 5 = \underline{\quad}$

$6 + 9 = \underline{\quad}$

$6 + 8 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

$2 + 9 = \underline{\quad}$

$4 + 7 = \underline{\quad}$

$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

Number completed	
Number correct	

STUDENT'S CHECKLIST

MODULE 4: DAYS 10 TO 18

I can ...	Put a check mark beside the things you can do.
remember many multiplication facts	
show division with real things and pictures	
use an array to help me solve a division number sentence	
check my answers using patterns and estimation	
check my multiplication answers using a calculator or a multiplication table	

STUDENT'S COMMENTS

Something I don't really understand is _____

One thing I liked in this part of the module is _____

HOME INSTRUCTOR'S COMMENTS

Check **yes** or **not yet** for each question.

Can the student do the following?

- | | | |
|--|------------------------------|----------------------------------|
| • recall many multiplication facts | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use manipulatives and pictures to show division | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • verify answers using patterns and estimation | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • verify multiplication answers using a calculator or multiplication table | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use a variety of strategies to solve division equations | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • verify division answers using a multiplication table | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • solve problems involving multiplication and division | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

HOME INSTRUCTOR'S COMMENTS
